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result that will flow from the adoption of this plan on the part of the colleges and scientific schools that by insisting upon these requirements, and by opening their doors to students prepared under them, they can bring about a more thorough and scientific teaching of history in all secondary schools.

Respectfully submitted :

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HOME READING FOR THE SECONDARY SCHOOLS

THE CHICAGO PLAN

That prince of blunderers, Dogberry, in "Much Ado about Nothing," delivers this choice bit of wisdom: "To be a well-favored man is the gift of fortune; but to write and read comes by nature."

I suspect this delicious bit of irony narrowly grazed a profound maxim, and in the economy of our educational forces we shall be wise if we find out the process of nature which results in writing and reading.

In Björnstjerne Björnson's story of "A Happy Boy," we see the little hero first at home. His mother shows him the sky, the clouds, the mountains, the stream, and tells him how once everything could talk, interpreting to him with her little songs, the speech of the cat, the cock with all the hens, the little birds. Then she begins to teach him to read. He had owned books a long time, and often wondered how it would seem when they also began to talk. Happy the child, who, like Öyvind has lived so healthy an out-door life and been under such loving home care, that he passes to books, and finds in them, too, living voices; yet, even under less favoring condi-

tions in the minds of childhood and early youth grow myriads of springing plants, and it depends largely upon the atmosphere that surrounds them at this period, whether they shall be cultivated into beauty, or stunted, stifled, even crushed out of existence.

The mother-love guides the child in his first awakenings, and leads him to observe the forms of animate nature, and to listen to her voice. Then the teacher takes the mother's place, but she brings to her aid in books, a great company of invisible spirits, and we have now put the child into the hands of teachers whom no man may number.

In making it possible for him to read books, we have added greatly to the power of the teacher, and of all times in his life when this company of invisible spirits can be called in there is none more significant, than when standing on the threshold, he waits to hear what his books shall say to him when they begin to talk.

This is a crisis in our educational system. What shall the boy or girl who has listened to the voices of Nature, who has learned the letters, the little black lamb *a* and the walking *c* of Öyvind's childhood, and whose love of the beautiful is already developed by glimpses through the doors that have been set ajar in the Common School life—as they enter the high school, standing on the threshold wondering, listening, what shall they read?

Is there not a body of literature, the rich deposit of centuries, in whose simplicity, homely instincts, free spirit of wonder and belief, these eager minds may find natural development?

This question has been answered; the crisis has been met and passed, and in the course of reading prepared for the High Schools of Chicago, Prof. A. F. Nightingale, Superintendent of High Schools, has placed within reach of future students a force so far reaching, so strong, and resistless, that it cannot be grasped by the present, nor comprehended in the passing moment.

What shall they read? Try to solve that problem, you who love books, who have found in the friends between covers a solace and pleasure which you long to bring within reach of the young souls just beginning life, and I venture to say you will be ready many times to give up in despair, so far-reaching is the thought, so many labyrinthed the consequences, but you will also be more ready to see the beauty and perfection of this course as it stands to-day.

Now reading is a fundamental contribution to the intellectual and spiritual growth; but, let us ask ourselves what we mean by reading in our own habit of life. We mean reading for pleasure, for the satisfaction of some appetite for reading; and this reading for pleasure is what we recognize universally as the great explanation of literature.

It is the delight of the poet to sing, of the novelist to tell his story, of the listener to hear and read, and the supreme end which the art of reading should have in view, is the recognition of the great.

Now the boy may be indifferent to Hiawatha, yet have his brain set on fire by Custer's raids; electricity and the telescope may do for him what Wordsworth cannot. The avenues of his mind are countless, and if he would read with delight, he must read that toward which his love is bent.

This has been met and provided for in this plan of reading, and no matter what the inclination of the pupil, if it be in ever so small a degree healthy, if it finds nourishment.

How is a boy who comes to his first high school year with every vein tingling with a desire to understand electricity and the wonders of science. He is continually trying to create vacuums, to run batteries, to set wheels in motion, and if his mother is uninformed as to blue vitriol and electric bells, keeps her in constant terror of possible consequences. Picture his delight—and his improvement, when he finds at his hand Buckley's *Fairy Land of Science, Life and Her Children*, and *Winners in Life's Race*; followed in the second year by *Mendenhall's Century of Electricity*, *Geology of a Piece of Chalk*

by that master, Huxley, *Light Science for Leisure Hours*, by Proctor, and in the third year by *Forms of Water*, by Tyndale, and Winchell's *Sketches of Creation*.

Perhaps from the same family, for such is life, will come a girl instinct with imagination and poetry to her finger-tips. Must she be fed science and electricity, and that love of beauty be starved on the practical? Never; here are Cotter's *Saturday Night*, *Snow Bound*, and a host of others in the first year, followed by *Sesame and Lilies*, Gray's *Elegy*, and Shakspeare.

But, you say, my girl or boy cares neither for poetry nor science, they seem to take to fiction. Very well, and are not some of our greatest writers makers of fiction?

Here they can find their heart's desire, but only the best, and that which will tend to lead to something further on. *Old Fashioned Girl*, *Bunby*, *Ivanhoe*, and the work of such authors as George Eliot, Walter Scott, Hawthorne, our own Stockton, Conan Doyle, and Barrie.

Does the student long to read of thrilling deeds? Here are the *Boy's King Arthur*, *Gustavus Adolphus*, and *Lady of the Lake* in the first year, *Stories of Persian Wars*, *History of the French Revolution*, and *Lays of the Scottish Cavaliers* in the second, and *Richard the Second*, *King Lear*, and *Romola* in the third and fourth.

For the mind historically inclined, are *History of Germany* and of *France*, *Peter the Great*, *History of American Revolution*, *Rome and Carthage*, and a host of others.

For the naturalist, John Burrough's books and Biart's *Adventures of a Young Naturalist*, supplemented by Thoreau, him whom all Nature loved.

But, some one may say, we believe in an all around education, not a one-sided one on some specialty. This, in its fullest sense, is what Prof. Nightingale has attempted, and will work out in his course of reading. Think you not the boy who revels in science will come after a time to that point where of his own accord he will want to know something about the men

who are great forces in the world, and what they have written of other things?

The girl who has cried over Louie's Last Term at St. Mary's, and to whom the Old Fashioned Girl is as real and dear as her friend of to-day, will she not sometime be as eager to know of the sayings and doings of people in history? While the boy who has been fed on such food as Bryce's American Commonwealth and Critical Period of American History and has liked and digested it, will in a few years be ruling our country more intelligently than it is ruled to-day.

When I consider the pervasive influence of literature, when I think of these clear-sighted dwellers in its border-lands, while my heart thrills in unison with theirs over deeds of chivalry and prowess, melts to tears over the pathos of Shakspeare or Dickens, finds an answer to the problems of science, and follows the windings of history, this simple list of books seems to me more touching than the highest burst of oratory; for from it they shall enrich their lives with treasures that will never lose their brilliancy, and in it find friends who will never desert them.

One of the natural results of such reading, and one which is sought for in its adoption, is the development of a style in writing, the power of expressing the thoughts in honest English. I think teachers of experience will agree that it seems impossible in our-school years to do more than to teach the avoidance of glaring error and the acquisition of a style which is negatively good. For the delicate shading, the forcible structure, one must build the foundation, nor hope to see the completed picture, the finished walls. What a mighty help then, when we enable the boy or girl to listen week after week to the masters of English speech! It is not the quantity read, but the amount digested, assimilated, that adds to the growth, and the man or woman of after life who not only feels that he knows a certain fact but is able when the need of the moment calls to put his hand on it, is in reality the best educated. It is

during these growing years that the power of appropriation is strongest, and so irresistible is the impulse that if nothing better is provided, it will feed upon chaff.

Prof. Nightingale has been giving the subject a great deal of thought and time for several years. Believing as he does, and as all thoughtful readers must, that the habit of reading, if properly directed, will give the pupil in later years a ready flow of words in writing, a large vocabulary of the best English words, a love for the best authors, and a knowledge of their works, he has given to this selection the best work of a ripe scholarly judgment.

There are 40 books for each year of the course, making 160 different books duplicated according to the pupils in each school, and from these the pupil is expected to read ten,—not more than twelve, each year, for the danger of reading too many books is guarded against, as well as the danger of reading too few. Assimilation, not gormandizing, is sought, and to this end reviews or papers are written by the pupil as he reads, little except reproduction being expected of the children in the earlier years, while some able reviews come toward the close of the course.

The teachers have charge of the books and are ready to encourage and suggest or explain anything that may not seem clear. As the pupil passes from one year to another, the books are a little deeper and stronger, until in the last year, there are such works as men and women of matured taste read and love.

Of the books that experience has taught will be most called for, more copies are provided in order that several may be out at once, and the number of duplicates is varied according to the number of pupils in the school; so there are books for nearly every one, no matter what the trend of his mind.

It is a system of education in itself only to be appreciated in full when years have gone by, and the doors of our high schools have opened and shut many times on those who have been deepened and broadened in their school years by the food that is here provided.

The greatness of a country is in the greatness of its ideas, and who shall determine the strength of heart and poise of intellect, the skill of touch and keenness of perception that may make great our country in the years to come through the nourishment that has been given to latent powers by this course of reading of the Chicago High Schools.

Gussie Packard Du Bois

Argyle Park, Ill.

BOOKS FOR HOME READING

CHICAGO HIGH SCHOOLS

Pupils are expected to select, under the guidance of the teachers, and read ten books each year. Reproductions and reviews are written upon, perhaps, five of these, which are criticised by the teacher, and returned. Copies of many are preserved in the school. Some are read as class exercises, and the pupils also give oral descriptions of the books, and state the lessons learned from them.

FIRST YEAR BOOKS

Cotter's Saturday Night—Burns.
Snow Bound—Whittier.
Lays of Ancient Rome—Macaulay.
Lady of the Lake—Scott.
The Tempest—Shakespeare.
Wonder Book—Hawthorne.
Tanglewood Tales—Hawthorne.
Grandfather's Chair—Hawthorne.
Boy's King Arthur—Lanier.
History of Germany—Yonge.
History of France—Yonge.
Autobiography of Franklin.
Century Book—Brooks.
Peter the Great—Abbott.
Tales of Shakespeare—Lamb.
Gustavus Adolphus—Topelius.
Tom Brown at Rugby—Hughes.
Louise's Last Term at St. Mary's—Mrs. Harris.
Nicholas Nickleby—Dickens.
Bimby (Nuremberger Stove)—Ouida.
Old Fashioned Girl—Alcott.

Black Beauty—Iswall.
 Man Without a Country—Hale.
 Cudjo's Cave—Trowbridge.
 Hans Brinker—Dodge.
 Ivanhoe—Scott.
 Pepacton—Burroughs.
 Tales of a Wayside Inn—Longfellow.
 Attic Philosopher—Souvestre.
 Fairy Land of Science—Buckley.
 Life and Her Children—Buckley.
 Winner's in Life's Race—Buckley.
 Adventures of a Young Naturalist—Biar.
 Alice in Wonderland—Carroll.
 Water Babies—Kingsley.
 Back of the North Wind—McDonald.
 Sketch Book—Irving.
 Ethics for Young People—Everett.
 Illinois—American Commonwealth Series.
 Life of Washington—Irving-Fiske.

SECOND YEAR BOOKS

Much Ado About Nothing—Shakespeare.
 Marmion—Scott.
 Irving's Tales of a Traveller.
 Stories of Persian Wars—Church.
 History of American Revolution, (2 vol.)—Fisk.
 Young Folk's Plutarch—Kaufmann.
 Life of Agassiz by his Wife.
 My Winter on the Nile—Warner.
 History of the French Revolution—Abbott.
 Julius Cæsar—Froude.
 Bits of Travel at Home—H. H.
 Around the World in Yacht Sunbeam—Brassey.
 Aytoun's Lays of the Scottish Cavaliers.
 Hamilton—Lodge.
 Bulfinch's Mythology—Hale.
 The Talisman—Scott.
 White Company—A. Conan Doyle.
 Twice Told Tales—Hawthorne.
 Silas Marner—George Eliot.
 Last Days of Pompeii—Bulwer.
 John Halifax—Mulock.
 Kenilworth—Scott.
 Tale of Two Cities—Dickens.
 Rab and His Friends—Dr. John Brown.
 Study of Words—Trench.
 Sesame and Lilies—Ruskin.

Walden—Thoreau.
Vicar of Wakefield—Goldsmith.
Essay on Manners—Emerson.
Irving's Life of Goldsmith.
Century of Electricity—Mendenhall.
Politics for Young Americans—Nordhoff.
Chemical History of a Candle—Faraday.
Geology of a Piece of Chalk—Huxley.
Boy Engineers—Lukin.
Light Science for Leisure Hours—Proctor.
Innocents Abroad—Mark Twain.
Rudder Grange Stories—Stockton.
History of New York—Irving.
Orations and Arguments—Bradley.

THIRD YEAR

Legend of Provence—Miss Proctor.
Elegy in a Country Churchyard—Gray.
Palmer's Odyssey.
Richard 2nd—Shakespeare.
Twelfth Night—Shakespeare.
Lyrics and Sonnets (Cry of the Children)—Mrs. Browning.
American Commonwealth—Bryce (Vol. 1.)
Political Ideas—Fiske.
Rome and Carthage—Bosworth-Smith.
A Day in Ancient Rome—Shumway.
Mat and Sophia Hawthorne—Julian H.
Irving—Warner.
Lectures and Speeches—Wendell Phillips (1st & 2nd series).
History of Greece—Oman.
History of Rome—Meyer.
Walks and Talks in Geological Fields—Winchell.
Voyage of a Young Nat. Around the World—Darwin.
Our Old Home—Hawthorne.
Familiar Talks in Eng. Literature—A. Sage Richardson.
Forms of Water—Tyndale.
Sketches of Creation.
Prophet of Great Smoky Mountain—Craddock.
Dombey & Son—Dickens (2 vol.)
Last of the Barons—Bulwer.
John Brent—Winthrop.
Lorna Doone—Blackmore.
Put Yourself in His Place—Reade.
Pendennis—Thackeray (2 vol.)
Wilfred Cumbermede—McDonald.
Mill on' the Floss—George Eliot.

Prue and I—Curtis.
 Heroes and Hero Worship—Carlyle.
 Essays in Little—Lang.
 Queen of the Air—Ruskin.
 Yesterday with Authors—J. T. Fields.
 Autocrat of the Breakfast Table—Holmes.
 Socrates: Apology, Crito, Phaedo—Plato.
 Lord Clive—Macaulay.
 Micah Clark—Doyle.
 Ben Hur—Wallace.

FOURTH YEAR

Othello—Shakespeare.
 King Lear—Shakespeare.
 The Princess—Tennyson.
 Bigelow Papers—Lowell.
 19th Century—Mackenzie.
 Bishop Blougram's Apology—Browning.
 Life of Charlotte Brontë—Gaskell.
 Life of Ralph Waldo Emerson—Holmes.
 Life of Henry Clay—Schurz.
 American Commonwealth—Bryce (Vol. 2.)
 History of Civilization—Guizot.
 Charles Lamb—Morley, English Men of Letters.
 Education—Spencer.
 Critical Period of American History—Fiske.
 Maiden and Married Life of Mary Powell—Manning.
 How the Other Half Lives—Reiss.
 Judith Shakespeare—Black.
 Egyptian Princess—Ebers.
 Destiny of Man—Fiske.
 Warren Hastings—Macaulay.
 Henry Esmond—Thackeray.
 Rienzi—Bulwer (2 Vol.)
 Pride and Prejudice—Austen.
 Adam Bede—George Eliot.
 Marble Faun—Hawthorne.
 Pickwick Papers—Dickens.
 English Humorists—Thackeray.
 Bacon and Milton—Macaulay.
 Essays of Elia—Lamb.
 Utopia—More.
 On Style, Part 1—Spencer.
 Conduct of Life—Emerson.
 Day Dreams of a Schoolmaster—Thompson.
 Selected Essays—Lowell.

Burns—Carlyle.

Crown of Wild Olives—Ruskin.

Wit and Wisdom of Sydney Smith.

Choice of Books—Harrison.

Window in Thrums—Barrie.

Romola—George Eliot.

SCHOOL DISCIPLINE

In considering the question of the discipline of children during the period of their school life, it is well that we should endeavor to gain some idea of the purpose which this discipline is intended to serve. Curiously enough, much divergence of opinion exists among teachers themselves upon this very point. Teachers seldom trouble to consider the ultimate aim of their repressive efforts. Practice varies considerably as regards the means of preserving discipline, but the differences in *motive* which underlie the differences in action, are not always recognized.

With regard to army discipline, there can be but one opinion, its primary reason is, of course, the preservation of order, with the ultimate idea of obtaining the greatest possible promptness in the carrying out of commands. Whatever moral benefit the soldier may derive from the training, is entirely a secondary matter. True, we read of the morals of troops, but what is predicated by the term, is merely that the troops in question have become so thoroughly disciplined, so fully imbued by means of discipline, with the spirit of order, that commands are carried out in the most efficient manner possible, and that this same spirit of order has become so habitual that the disciplined person will consider all inconvenience, physical and otherwise, and even positive suffering, as preferable to a breach of the order which he has been accustomed to preserve. The exigencies of military life, the absolute needs of the moment are the reasons of military discipline, and not any moral good or mental development. In fact, each mental development is restrained in certain directions within narrow limits; for, questioning the advisability of any command is not toler-